Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

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**Course Name: Physical Education 7 & 8**

**Grades: 7 & 8**

Board Approved: DATE OF BOARD APPROVAL

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 1: Football** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.8.A.1,2:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. * **2.5.8.B.1,2,3:** Individual and team execution in games, sports, and   other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.   * **2.5.8.C.1,2:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. * **2.6.8.A.1:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Explain and apply game rules, safety, and scorekeeping during game play. * Assess and defend the fitness benefits of a particular activity. * Determine whether a particular activity would be compatible with your personal fitness. * Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. * Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. * Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. * Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship, and effort. * Transfer specialized movement skill that use similar patterns from one movement activity to another. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * Assess the effectiveness of specific mental strategies applied to improve performance. * Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities. * Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity. | ESSENTIAL QUESTIONS   * Why do I have to understand concepts of movement when I can already perform the movement? * How does effective and appropriate movement affect wellness? * In what ways to athletic endeavors impact lifelong decisions and activities? * What qualities define a good team player? * How do I assess movement and correct errors to improve performance? * How do good sportsmanship, effort, and teamwork build confidence and support within a group? * What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? | |
|
| **Unit 1: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.5.12.A.1,2:** Introduction to Activity, comparable activities (if applicable), skill development  **Lesson 2- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 3- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 4- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 5- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 6-2.5.12.B.1,2,3:** Introduce Offensive/Defensive Strategy  **Lesson 7-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 8-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 9- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 10- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 11- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 12-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 13-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 14- 2.5.12.C.1.2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 15-2.6.12.A.1:** Tournament Style Game, Reflection of Activity’s connection to lifelong fitness | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *15 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 2: Soccer** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.8.A.1,2:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. * **2.5.8.B.1,2,3:** Individual and team execution in games, sports, and   other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.   * **2.5.8.C.1,2:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. * **2.6.8.A.1:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Explain and apply game rules, safety, and scorekeeping during game play. * Assess and defend the fitness benefits of a particular activity. * Determine whether a particular activity would be compatible with your personal fitness. * Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. * Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. * Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. * Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship, and effort. * Transfer specialized movement skill that use similar patterns from one movement activity to another. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * Assess the effectiveness of specific mental strategies applied to improve performance. * Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities. * Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity. | ESSENTIAL QUESTIONS   * Why do I have to understand concepts of movement when I can already perform the movement? * How does effective and appropriate movement affect wellness? * In what ways to athletic endeavors impact lifelong decisions and activities? * What qualities define a good team player? * How do I assess movement and correct errors to improve performance? * How do good sportsmanship, effort, and teamwork build confidence and support within a group? * What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? | |
|
| **Unit 2: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.5.12.A.1,2:** Introduction to Activity, comparable activities (if applicable), skill development  **Lesson 2- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 3- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 4- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 5- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 6-2.5.12.B.1,2,3:** Introduce Offensive/Defensive Strategy  **Lesson 7-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 8-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 9- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 10- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 11- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 12-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 13-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 14- 2.5.12.C.1.2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 15-2.6.12.A.1:** Tournament Style Game, Reflection of Activity’s connection to lifelong fitness | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *15 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 3: Basketball** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.8.A.1,2:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. * **2.5.8.B.1,2,3:** Individual and team execution in games, sports, and   other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.   * **2.5.8.C.1,2:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. * **2.6.8.A.1:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Explain and apply game rules, safety, and scorekeeping during game play. * Assess and defend the fitness benefits of a particular activity. * Determine whether a particular activity would be compatible with your personal fitness. * Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. * Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. * Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. * Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship, and effort. * Transfer specialized movement skill that use similar patterns from one movement activity to another. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * Assess the effectiveness of specific mental strategies applied to improve performance. * Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities. * Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity. | ESSENTIAL QUESTIONS   * Why do I have to understand concepts of movement when I can already perform the movement? * How does effective and appropriate movement affect wellness? * In what ways to athletic endeavors impact lifelong decisions and activities? * What qualities define a good team player? * How do I assess movement and correct errors to improve performance? * How do good sportsmanship, effort, and teamwork build confidence and support within a group? * What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? | |
|
| **Unit 3: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.5.12.A.1,2:** Introduction to Activity, comparable activities (if applicable), skill development  **Lesson 2- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 3- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 4-2.5.12.B.1,2,3:** Introduce Offensive/Defensive Strategy  **Lesson 5-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 6- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 7-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 8-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 9- 2.5.12.C.1.2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 10-2.6.12.A.1:** Tournament Style Game, Reflection of Activity’s connection to lifelong fitness | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *10 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 4: Volleyball** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.8.A.1,2:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. * **2.5.8.B.1,2,3:** Individual and team execution in games, sports, and   other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.   * **2.5.8.C.1,2:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. * **2.6.8.A.1:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Explain and apply game rules, safety, and scorekeeping during game play. * Assess and defend the fitness benefits of a particular activity. * Determine whether a particular activity would be compatible with your personal fitness. * Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. * Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. * Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. * Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship, and effort. * Transfer specialized movement skill that use similar patterns from one movement activity to another. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * Assess the effectiveness of specific mental strategies applied to improve performance. * Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities. * Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity. | ESSENTIAL QUESTIONS   * Why do I have to understand concepts of movement when I can already perform the movement? * How does effective and appropriate movement affect wellness? * In what ways to athletic endeavors impact lifelong decisions and activities? * What qualities define a good team player? * How do I assess movement and correct errors to improve performance? * How do good sportsmanship, effort, and teamwork build confidence and support within a group? * What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? | |
|
| **Unit 4: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.5.12.A.1,2:** Introduction to Activity, comparable activities (if applicable), skill development  **Lesson 2- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 3- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 4-2.5.12.B.1,2,3:** Introduce Offensive/Defensive Strategy  **Lesson 5-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 6- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 7-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 8-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 9- 2.5.12.C.1.2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 10-2.6.12.A.1:** Tournament Style Game, Reflection of Activity’s connection to lifelong fitness | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *10 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 5:Weight Room** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.6.8.A.1,2,3,4,5,6:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Follow rules for sharing workout space with others to create and maintain a safe environment. * Execute proper spotting techniques and grips when lifting free weights. * Determine advantages and disadvantages to using free weights versus exercise machines. * Understand the differences and uses of bumper plates versus rubber plates. * Apply fundamental training techniques to improve strength. * Improve cardiovascular fitness levels through different training strategies. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity.   * Use health data to develop and implement a personal fitness plan and   evaluate its effectiveness.   * Analyze how medical and technological advances impact personal fitness. * Determine ways to achieve a healthy body composition through healthy   eating, physical activity, and other lifestyle behaviors.   * Use the primary principles of training (FITT) for the purposes of modifying   personal levels of fitness.   * Use the primary principles of training (FITT) for the purposes of modifying   personal levels of fitness. | ESSENTIAL QUESTIONS   * What are the advantages and disadvantages to using free weights versus exercise machines? * What are some safety precautions one must take when using any piece of exercise equipment? * What are the benefits of cardiovascular exercise? * What are the proper safety and etiquette rules when sharing exercise space? | |
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| **Unit 5: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.6.12.A.1:** Introduction to the Weight Room, review of machines/equipment and safety  **Lesson 2- 2.6.12.A.2:** Explanation and utilization of cardiovascular machine exercises  **Lesson 3- 2.6.12.A.2:** Explanation and utilization of universal weights exercises  **Lesson 4- 2.6.12.A.2:** Explanation and utilization of free weights exercises  **Lesson 5- 2.6.12.A.2:** Explanation and utilization of using body weight as resistance exercises  **Lesson 6- 2.6.12.A.2:** Students work independently or in groups demonstrating their knowledge of weight lifting  **Lesson 7-2.6.12.A.2:** Students work independently or in groups demonstrating their knowledge of weight lifting  **Lesson 8-2.6.12.A.2:** Students work independently or in groups demonstrating their knowledge of weight lifting  **Lesson 9-2.6.12.A.2:** Students work independently or in groups demonstrating their knowledge of weight lifting  **Lesson 10-2.6.12.A.3,4,5:** Reflection of set goals compared to met goals, performance-enhancing substances discussion, closing discussion | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *10 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 6: Softball** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.8.A.1,2:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. * **2.5.8.B.1,2,3:** Individual and team execution in games, sports, and   other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.   * **2.5.8.C.1,2:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. * **2.6.8.A.1:** Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Explain and apply game rules, safety, and scorekeeping during game play. * Assess and defend the fitness benefits of a particular activity. * Determine whether a particular activity would be compatible with your personal fitness. * Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. * Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. * Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. * Assess personal participation based upon the competent use of mental strategies, game strategies, teamwork, sportsmanship, and effort. * Transfer specialized movement skill that use similar patterns from one movement activity to another. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. * Assess the effectiveness of specific mental strategies applied to improve performance. * Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. * Assess player behavior for evidence of sportsmanship in individual, small- group, and team activities. * Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity. | ESSENTIAL QUESTIONS   * Why do I have to understand concepts of movement when I can already perform the movement? * How does effective and appropriate movement affect wellness? * In what ways to athletic endeavors impact lifelong decisions and activities? * What qualities define a good team player? * How do I assess movement and correct errors to improve performance? * How do good sportsmanship, effort, and teamwork build confidence and support within a group? * What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? | |
|
| **Unit 6: Grades 7/8- Lessons** | | | |
| **Lesson 1- 2.5.12.A.1,2:** Introduction to Activity, comparable activities (if applicable), skill development  **Lesson 2- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 3- 2.5.12.B.1,2,3:** Revisit Skill Development, more game-like drills  **Lesson 4- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 5- 2.5.12.B.1,2,3:** Lead-up Game involving activity-related skills  **Lesson 6-2.5.12.B.1,2,3:** Introduce Offensive/Defensive Strategy  **Lesson 7-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 8-2.5.12.B.1,2,3:** Revisit Skill acquisition, offensive/defensive strategy into game play  **Lesson 9- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 10- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 11- 2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 12-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 13-2.5.12.C.1,2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 14- 2.5.12.C.1.2:** Students perform activity in a structured fashion, demonstrating sportsmanship, safety, skills, and knowledge.  **Lesson 15-2.6.12.A.1:** Tournament Style Game, Reflection of Activity’s connection to lifelong fitness | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *15 Days* | | | |

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| **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 7: Fitnessgram** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.6.8.A.1,2,3,4,5,6:** Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. | *Students will be able to independently use their knowledge to…*   * Demonstrate Individual improvement in the areas of muscular strength, endurance, body composition, flexibility, and aerobic capacity. * the positive impacts of personal fitness * when designing a fitness plan one should identify their goals and provide a timeline of their expectations * how to successfully chart personal progress * how to perform a variety of different activities to enhance multiple aspects of fitness (strength, power, flexibility, speed, endurance, balance, coordination) | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Summarize the short- and long-term physical, social, and emotional benefits   of regular physical activity.   * Use health data to develop and implement a personal fitness plan and   evaluate its effectiveness.   * Analyze how medical and technological advances impact personal fitness. * Determine ways to achieve a healthy body composition through healthy   eating, physical activity, and other lifestyle behaviors.   * Use the primary principles of training (FITT) for the purposes of modifying   personal levels of fitness.   * Use the primary principles of training (FITT) for the purposes of modifying   personal levels of fitness. | ESSENTIAL QUESTIONS   * What is Fitnessgram testing? * What does Healthy Fit zone mean? * What is Body Fat Percentage? How can an individual improve their Body Fat Percentage? * How do diet and exercise play into an individual’s Body Fat Percentage? * What is Flexibility? How can an individual improve their Flexibility? * What is Cardiovascular Endurance? How can an individual improve their Cardiovascular Endurance? * What is muscular strength ? How does it apply to the Curl-up/Push-Up/Flexed Arm Hang test? * What is muscular endurance ? How does it apply to the Curl-up/Push-Up/Flexed Arm Hang test? * What is target heart rate? How does it apply to fitness? * What is the Pacer test? What fitness component(s) are related to this test? What are the performance errors? How can someone improve their score? * What is the Sit-and-Reach test? What fitness component(s) are related to this test? What are the performance errors? How can someone improve their score? What muscle group(s) is/are used? * What is the Curl-Up test? What fitness component(s) are related to this test? What are the performance errors? How can someone improve their score? What muscle group(s) is/are used? * What is the Push-Up test? What fitness component(s) are related to this test? What are the performance errors? How can someone improve their score? What muscle group(s) is/are used? * What is the Flexed Arm Hang test? What fitness component(s) are related to this test? What are the performance errors? How can someone improve their score? What muscle group(s) is/are used? | |
|
| **Unit 7: Grades 7/8 - Lessons** | | | |
| **Lesson 1- 2.6.8.A.1,2,3,4:** Discussion on Body Fat Percentage, Activity relating to Test, Practice Test  **Lesson 2- 2.6.8.A.1,2,3,4:** Body Fat Percentage Test entailing physical test and reflective questions (cognitive)  **Lesson 3- 2.6.8.A.1,2,3,4:** Discussion on Sit-and-Reach Test, Activity relating to Test, Practice Test  **Lesson 4-2.6.8.A.1,2,3,4:** Sit-and-Reach Test entailing physical test and reflective questions (cognitive)  **Lesson 5-2.6.8.A.1,2,3,4:** Discussion on Pacer Test, Activity relating to Test, Practice Test  **Lesson 6- 2.6.8.A.1,2,3,4:** Pacer Test entailing physical test and reflective questions (cognitive)  **Lesson 7-2.6.8.A.1,2,3,4:** Discussion on Push-Up Test, Activity relating to Test, Practice Test  **Lesson 8-2.6.8.A.1,2,3,4:** Push-up Test entailing physical test and reflective questions (cognitive)  **Lesson 9- 2.6.8.A.1,2,3,4:** Discussion on Curl Up Test, Activity relating to Test, Practice Test  **Lesson 10-2.6.8.A.1,2,3,4:** Curl-up Test entailing physical test and reflective questions (cognitive)  **Lesson 11-2.6.8.A.1,2,3,4:** Discussion on Flexed Arm Hang Test, Activity relating to Test, Practice Test  **Lesson 12- 2.6.8.A.1,2,3,4:** Flexed Arm Hang Test entailing physical test and reflective questions (cognitive) | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.7-8.1-10 | **Math**  MA.8.3.S-ID.B.5 | | **Science**  SCI.7-8.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.8.A.1  TECH 8.1.8.A.2  TECH 8.1.8.A.3  TECH 8.1.8.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *12 Days* | | | |